

I. GENERAL INFORMATION

A. Eligibility:

Please carefully review: (1) the eligibility requirements section, Section II, of this RFA, and (2) Section IV of this RFA, which provides a description of each of the programs.

Eligibility for each funding source depends upon which partner organization is the legal applicant, the age of children to be served, and other program characteristics. A major advantage of applying as a partnership is the increased access afforded to multiple funding sources. You may apply for as many of the available funds for which your organization, partnership, and proposed program meet the eligibility requirements.

B. Program Development Assistance:

- 1) RFA Information Sessions will be scheduled in mid-March at the following proposed locations:

- a) Sacramento
- b) Bay Area
- c) Fresno
- d) Los Angeles
- e) San Diego

These Information Sessions are the main source of assistance available to applicants. Applicants are strongly encouraged to send at least one representative of a local applicant program to one information session. Partnerships that send one representative from each primary partnering organization will likely be in a stronger position to design a competitive, top quality program. Actual locations of sessions are available on the Commission web page: <http://www.cilts.ca.gov>.

- 2) Other sources of assistance:

- a) Internet: Information important to all applicants is available on the following home pages:
 - California Commission on Improving Life Through Service:
<http://www.cilts.ca.gov>
 - California Department of Education: <http://www.cde.ca.gov>
 - An on-line referral service, the California Tutoring Network, is in development and may be operative as early as March 1, 1998. The California Tutoring Network (CTN), an interactive, on-line database of tutoring resources, is available at <http://www.scoe.k12.ca.us/ctn.htm>. The CTN offers such resources as research on effective tutoring programs, links to other academic tutoring sites, direct links to all California colleges and universities, and a CTN User Bulletin Board.

- b) General Questions regarding this RFA can be directed to Kathie Scott or Terry Emmett, California Department of Education, Reading and Mathematics Policy and Leadership Office, (916) 657-5140.
- c) Program-specific Questions: Questions specific to each of the programs contained in this RFA should be directed as follows:
- Student Academic Partnership Program (SB 316): Kathie Scott, Joyce Mondor, or Miguel Cordova, California Department of Education, Reading and Mathematics Policy and Leadership Office, (916) 657-5140.
 - AmeriCorps – America Reads, AmeriCorps Education Awards Program, and Learn and Serve America – Community-based Programs: Maria Vail, California Commission on Improving Life Through Service, (916) 327-3733.
 - AmeriCorps*VISTA and National Senior Service Corps (Retired & Senior Volunteer Program and Foster Grandparents Program): California State Office of the Corporation for National Service, (310) 235-7421.
 - College Work-study and Colleges and Universities committed to meeting the America Reads Challenge: Marsha Adler, Director, America Reads Challenge – Higher Education, (415) 338-6879.

At the campus level, the following offices at the University of California (UC), the California State University (CSU) and the California Community Colleges (CCC) will be good contacts: (1) the financial aid office or the America Reads contact person, (2) outreach and EOP offices, grant offices, teacher preparation offices in schools and departments of education, and offices of community service/service learning.

At the system level: the Office of Student Academic Services (UC), the Office of Access and Retention (CSU), and the Student Services Division (CCC). Furthermore, specific programs such as MESA, PUENTE, and College Readiness will have information.

- CalServe K-12 Service-learning Initiative: Nelda Brown, CalServe Liaison, (916) 653-8190.
- 3) This publication can be made available in Braille, large print, computer disk and tape cassette. Requests may be directed to: Maria Vail, California Commission on Improving Life Through Service, (916) 327-3733.

C. Application Submission Procedures:

Applications must be received by 5:00 PM, Friday, April 17, 1998. Applications received after this time will not be considered for funding. Please note the program narrative page length limit and type font requirement. Facsimiles (faxes), submissions

via electronic mail, incomplete proposals, and proposals that do not comply with type font requirements will not be considered. Please do not include appendices (this includes annual reports, letters of support, videos, or any supplementary material) not specifically requested in this application.

Send four copies plus an original, all unbound, of the completed application to: California Department of Education; P.O. Box 94427; Sacramento, CA, 94244-2720; attention: Kathie Scott.

NOTE: A single school district may submit more than one application if schools within a single school district propose to operate significantly different tutoring programs. Approval to submit more than one application must be obtained from Kathie Scott, California Department of Education, (916) 657-5140.

Your completed application should include:

- a) Title Pages (pages 1-3)
- b) Program Narrative (12 pages maximum, typed, double-spaced, with one inch margins in a font no smaller than 12-point Palatino or Times; on 8 1/2 x 11 inch white paper, one side counts as one page)
- c) Program Objectives & Evaluation Forms (1 for each objective)
- d) Budget Form and Budget Narrative for each of the funds/resources requested
- e) Certifications and Assurances:
 - Local Improvement Plan detail or an amendment as specified
 - Certification of College Work-study Commitment
 - Certification Signature Page for SB 316 and AmeriCorps

This RFA is for applicants wishing to access both SB 316 and national service (AmeriCorps and/or VISTA) resources. Only one application need be submitted regardless of the number of funding sources requested through this RFA. **Do not use this application to request solely SB 316 resources.** Instead, applicants for SB 316 only should apply using Application A enclosed in this mailing entitled *Student Academic Partnerships Program*.

D. Notice of Intent to Apply:

Please submit your Notice of Intent to Apply by 5:00 PM, March 27, 1998. Please use the Notice of Intent to Apply form included in this RFA. Notices may be mailed to: California Department of Education; P.O. Box 94427; Sacramento, CA, 94244-2720; attention: Kathie Scott. Notices may also be faxed to the California Department of Education: (916) 657-3211.

E. Selection Criteria:

The *Program Narrative Application Instructions* contained within this RFA include information specific to selection criteria numbers 1-6:

1. Need (10%)
2. Program Design & Objectives (40%)
3. Partnerships/Collaboration (20%)
4. Community Involvement (10%)
5. Organizational Capacity (5%)

6. Long Term Plans (5%)
7. Cost Effectiveness (10%): Both cost and effectiveness are important to the funders. The funders will evaluate the costs of the program within the context of the program's outputs (e.g., hours of tutoring and mentoring) and outcomes as expressed in the program's objectives (e.g., improvement in reading, writing, and mathematics skill levels). In addition, the Commission and State Corporation office will evaluate the cost per AmeriCorps and/or VISTA member.

Other Selection Considerations:

1. New Programs: The funders are committed to encouraging the development of new partnerships and will reserve a minimum of 25% of funding for new programs, i.e., programs proposed by new partnerships of schools, colleges, and other private and public organizations that have not previously collaborated with each other to provide tutoring or operate AmeriCorps or VISTA programs.
2. Geographic Diversity: The funders will ensure that the programs funded are geographically diverse and include projects in urban and rural areas.
3. Service-learning: Quality America Reads programs incorporate service-learning as an effective practice to address the needs of the child and to reinforce classroom learning related to reading, writing, and literacy. Current educational research suggests that students learn better are more motivated to learn when they are allowed to learn and work within a meaningful context that has value to themselves and others (Brant, 1995). Applicants are strongly encouraged to provide service-learning experiences as opportunities for children/service recipients to actively demonstrate and practice literacy skills while addressing the needs of their own communities.

F. Selection Process & Timeline:

Information Sessions	Sacramento Bay Area Fresno Los Angeles San Diego	<i>To be held in mid-March.</i> Check Commission website for date and location in each city.
Notice of Intent to Apply Deadline		5:00 PM, Friday, March 27, 1998
Application Deadline		5:00 PM, Friday, April 17, 1998
Grantee Selections Announced		
Student Academic Partnership (SB 316)		mid-May
AmeriCorps		mid-July
Grants and Contracts		
Student Academic Partnership (SB 316)		mid-May
AmeriCorps Contracts		mid-July
Grantee Orientation/Training		
AmeriCorps		August 1998
Programs Services Begin		
Student Academic Partnership (SB 316)		no later than Fall 1998
AmeriCorps (AMC) and AMC+Student Academic Partnership (SB 316)		no later than Fall 1998

II . PROGRAM ELIGIBILITY REQUIREMENTS

	Student Academic Partnership	AmeriCorps America Reads	AmeriCorps VISTA	AmeriCorps Education Awards Program
<i>You are eligible to apply if your organization is a(n):</i>				
LEA	yes	yes	yes	yes
Other public or private not-for-profit	no	yes	yes	yes
<i>You are eligible to apply if children targeted for services are:</i>				
infant/toddler & preschool	no	yes	yes	yes
grades K-3	yes	yes	yes	yes
grades 4-6	yes	see note 3	see note 3	yes
<i>You are eligible to apply if academic skills to be tutored are:</i>				
reading	yes	yes	yes	yes
writing & mathematics	yes	see note 2	see note 2	yes
<i>You can apply for programs that deliver their services:</i>				
at schools	yes	yes	yes	yes
at libraries, preschools, & other public venues	yes	yes	yes	yes
during school	yes	yes	yes	yes
before & after school & intersession	yes	yes	yes	yes

Note 1: All funds are available statewide for use throughout California

Note 2: Strong emphasis on reading

Note 3: Strong emphasis on reading well and independently by the end of third grade

III. PROGRAM EXAMPLES

Completed budget forms that correspond with the following program examples are available on the Commission web site: <http://www.cilts.ca.gov>.

EXAMPLE 1: K-6 program combining Student Academic Partnership Program (SB 316) resources and national service resources.

Bethel School District has five elementary schools, all of which are Title 1 schools. Each school has a district park within walking distance. The after-school program is included in the district's IASA local improvement plan, uses both school and park facilities, and combines the resources of Student Academic Partnership (SB 316), AmeriCorps and VISTA members, and community volunteers (some are members of the local Foster Grandparents Program) to provide a curriculum-based reading and science program that culminates, twice each semester, with a Saturday service-learning project.

Staff

The program supervisor and one VISTA member work together to coordinate the program and recruit potential tutors from the local college. Each park site has a site supervisor, one VISTA, and four AmeriCorps America Reads members. In addition, each site has ten AmeriCorps Education Awards program members who are work-study students at the local college.

Working with the site supervisor, the VISTA member also organizes training and other administrative functions, including frequent meetings with school personnel. AmeriCorps Education Awards program members receive training provided by school staff and developed jointly by school staff and university faculty in the use of learning techniques. Each AmeriCorps America Reads member recruits community volunteers, including Foster Grandparents from the local program. In addition, the AmeriCorps America Reads members provide tutoring to five students and academic mentoring to two students. The site VISTA coordinates the schedule of all AmeriCorps America Reads members, tutors (AmeriCorps Education Awards program members), and community volunteers.

Program Description

The America Reads program is offered four days a week to students in grades 1–4. The content of the reading materials is directly related to each student's science curriculum, per agreements worked out between the site VISTA and the school's teachers. Students that participate in the program have been referred through the results of a diagnostic test, or have elected to participate.

The science reading materials are part of the hands-on Explorer Science Series of materials and curriculum that are free to schools. During the summer months, VISTA members, at the request of the school's teachers, have obtained these free materials and have received training to use them.

Students read aloud with their trained tutors, extensively on the first day – stories or information related to their area of study. The second day, after a brief reading period, students engage in planned hands-on science activities. They record information about their findings in a journal. Their projects and reading progress records (simple records designed to be filled in by volunteers and tutors) are taken back to the classroom teachers by AmeriCorps America Reads members, who discuss next steps and ways to integrate this work into the classroom science discussions.

Teachers, working with the site VISTA and AmeriCorps America Reads members, identify key objectives in reading and science that can be met through the four-day-a-week program and a twice-a-semester Saturday service-learning project. The site VISTA and AmeriCorps America Reads members work with the park district administrator to organize a service-learning project that is an application of the natural science principles learned in the classroom and reinforced through the after-school program. Students develop an insect- and drought-resistant garden that was part of the park district's five-year development plan, and plant trees near the soccer field.

Some of the tutors are students in the local college's Recreation and Park District Administration program. The service-learning project planned and implemented as part of the America Reads after-school program has been approved to meet the higher education service-learning requirement the college students need for graduation.

Use of Student Academic Service Partnership Resources in Example 1

- In addition to the program coordinator and VISTA who are centrally located, each site has a site supervisor, one VISTA, four AmeriCorps America Reads members, ten AmeriCorps Education Award Only members (college work-study students), and numerous community volunteers.
- **AmeriCorps America Reads** funding supports members at each site. These full-time members receive an end-of-service education award, in addition to their living allowance.
- The school district uses local funding and that obtained from the **Student Academic Partnership** program to cover costs not funded through the AmeriCorps America Reads grant. In particular, Student Academic Partnership funding supports tutor training at the school site.
- Through the **AmeriCorps Education Award Only** program, college work-study students work as part-time tutors to meet their work requirements. The Corporation for National Service provides end-of-service education awards to these students, in addition to work-study assistance they receive from the local college.
- The program utilizes cost-share **VISTAs**, by providing the living allowance, and other benefits.

EXAMPLE 2: Preschool program utilizing national service resources.

Program Description

College students majoring in child development have joined AmeriCorps to provide services and apply classroom knowledge in an effort to help their local community meet an urgent need for additional child care capacity. Recruitment and deployment of forty AmeriCorps Education Awards program members and five VISTAs, working with a program supervisor, has enabled the college to substantially expand its child care and development center. The need for this expansion is in response to the demand for additional regular and “off hours” child care services resulting from welfare reform. The college and its partners have set up a day- and “off-hour” child care center that offers 24-hour, five day-a-week care that focuses on preparing disadvantaged children to read and work at grade level. In addition, the program seeks to support the success of welfare reform by meeting the need for child care.

Members work directly with the children, bringing in new ideas for learning and development activities from their college coursework. Many of the children in the center are from single-parent homes; several are from homes where fluent English is not yet spoken. Most of the children do not have much time with an adult, except in this center. The objective is to provide high-quality, child development-based care that is available for long hours and accessible to a diverse population of people who are working into the job market. The program takes advantage of resources provided through the new state early childhood initiative, which provides families with information on good nutritional practices, vision and hearing checks, and connecting family members with children’s health care providers. All of the activities have one focused goal: prepare these children, who would otherwise enter the public school system several years behind their peers, to succeed in the regular school curriculum.

Staff

The VISTA members serve as faculty liaisons, encouraging child development faculty members to learn about the service-learning possibilities the center provides. Additionally, VISTAs connect with public school kindergarten teachers to introduce them to the learning philosophy and strategies used by the center, and to help introduce families whose children are transitioning from kindergarten to the public school system. Finally, VISTA members have connected the center with community partners to access free services offered by service clubs and businesses (Vision Care, Inc. conducts free vision screening).

Members recruit community volunteers, especially Foster Grandparents, to provide a regular story hour to the children and one-on-one “Special Grams and Gramps” mentoring. Many of the AmeriCorps members are engaged in service-learning as a requirement in one of their child development courses. Through their participation in the program, members are able to observe and apply educational strategies, which helps them to better understand their curriculum.

Use of Student Academic Service Partnerships Resources in Example 2

- The program operates with one program supervisor, five VISTAs, and forty AmeriCorps Education Awards program members. The resources supplied from **AmeriCorps Education Awards program** help offset basic operating costs of the program.
- **VISTA members**, in addition to their child care center staffing duties, recruit volunteers and community resources to support the center. Donations such as free screenings and snacks have built strong community relationships and expanded the capacity of the center to address the increased demand for its services.
- **AmeriCorps Education Awards program members** receive an education award and valuable experience in exchange for their service.

IV. Funding and Program Information:

A. Student Academic Partnership Program

Background:

The Intersegmental Coordinating Committee of the California Education Roundtable submitted a proposal to develop a grades K–6 tutoring program to assist students in meeting the state standards in reading, writing, and mathematics. \$5 million in Goals 2000 funding was allocated to implement this initiative in accordance with Senate Bill 316 (Chapter 811, statutes of 1997), the Student Academic Partnership Program.

Goals of Program:

1. To raise the level of academic preparation and educational aspirations of pupils in kindergarten and grades 1 to 6, inclusive, through tutoring and positive role models.
2. To increase the number of tutors in kindergarten and grades 1 to 6, inclusive, by involving trained tutors, with emphasis on tutors from colleges and universities.
3. To assist students in meeting the costs of their college or university education by providing them with useful work in the public schools.
4. To expose significant numbers of college and university students and other individuals to the possibilities of careers in teaching and provide them with classroom-based experience in preparation for this career choice.
5. To promote greater sharing and cooperation among the public schools, colleges, universities, and the larger community in the task of improving pupil achievement.

Tutoring services may be offered before, during, or after school or during intersessions. After-school programs may be particularly useful as a means of providing students with structured activities beyond the school day.

The Student Academic Partnerships Program is administered by the California Department of Education, Curriculum and Instructional Leadership Branch.

Funding/Resources Available:

\$5 million in federal Goals 2000 funding is available to local education agencies for 1997–98. Although current funding is available only for 1997–98, the intent of this program is to develop a three-year model. \$5 million is proposed in the 1998–99 Governor's Budget to continue the Student Academic Partnership Program. See eligibility checklist on page 5.

How to Access Resources:

Local education agencies (LEAs include school districts or county offices of education) that have Goals 2000 or IASA Local Improvement Plans that include tutoring are eligible to apply. See program requirements on page 10.

Funding Restrictions:

1. There is no matching fund requirement for SB 316 funds although they may be used to match other monies.
2. Preference will be given in awarding grants to:
 - a) a LEA or consortium serving a greater number or percentage of disadvantaged children, as determined by 1996 CBEDS data;
 - b) applicants who demonstrate how they will leverage other funding sources to serve a substantially greater number of students than by using SB 316 funding alone.
3. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use and accounting for public school funds. (No specific regulations have been written for Goals 2000, but the funds are subject to the Provisions of the Department of Education General Administrative Regulations (EDGAR, 34 CFR Parts 76, 77, 79, 80, 81, 82, 85, 86).
4. The district or county office grantee may claim indirect costs at the rate approved for that agency by the California Department of Education. While funds for direct program costs may be transferred to colleges and universities by the local education agency, no indirect costs may be charged by an institution of higher education.
5. The purchase, renovation, or repair of property or facilities is not allowable with these funds.
6. At least 85 percent of the funds provided under SB 316 must be under the budget control of individual schools. While the district or county office may withhold indirect costs at the rate approved by CDE, and necessary administrative costs up to 15 percent of the grant, it is the intent of the legislation that funding be used to support tutoring programs at the school level.

Maximum and Minimum Grant Amounts:

The maximum allowable grant request per district is \$1 million. Funding requests should not exceed the following amounts:

<u>Number of Students Tutored</u>	<u>Maximum Requested Grant Amount</u>
10-15	\$15,000
16-30	\$25,000
31-50	\$40,000
51-100	\$70,000
over 100	\$600 per student

Applicants should be aware that a successful tutoring program is also dependent on the number of hours worked with students and other factors.

Grant Period:

May 1, 1998–June 30, 1999.

Program Requirements/Other Information:

1. Eligibility may be established by amending an existing Goals 2000 or IASA Local Improvement Plan to include tutoring if that fits with the overall district improvement plan. Goals 2000 Local Improvement Plan amendments can be approved by the Reading and Mathematics Policy and Leadership Office to which this application shall be forwarded. IASA Local Improvement Plan amendments

- must be approved by the California State Board of Education, which may delay the grant award process.
2. Grant recipients shall provide such evaluative information as required by statute. The evaluation will be designed by the California Department of Education. Evaluation information requirements shall be specified in future correspondence.
 3. Grants will be made to LEAs to provide tutoring services at specific schools. The school site shall be primarily responsible for the day-to-day supervision of tutors. Each school site shall provide for the training of tutors, their assignment to specific classrooms, supervision of tutors, and feedback to tutor providers.
 4. Colleges and universities that choose to participate in the Student Academic Partnership Program shall recruit persons interested in serving as tutors, coordinate their assignments, assist in their training and orientation, and monitor their service activities.
 5. Grant applicants must develop a partnership with, at a minimum, one institution of higher education. Additional partners, local education agencies, public or private institutions of higher education, and community agencies may also be included.
 6. Tutoring services shall be provided to assist students in kindergarten and grades 1 to 6 to meet state-adopted standards in reading, writing, and mathematics.
 7. Tutors shall be trained in the use of teaching strategies to improve the reading, writing, and mathematics skills of pupils enrolled in kindergarten and any of grades 1 to 6, inclusive. Teachers and district curriculum specialists, in consultation with college and university faculty, shall develop training modules for tutors.
 8. Tutors may be paid for their services or they may receive academic credit, or both. A tutor receiving remuneration shall be paid directly by the school district or through a contract entered into with participating colleges and universities.
 9. Every LEA offering or conducting school instruction on the elementary or high school level shall require each applicant for employment in a position requiring contact with minor pupils who does not possess a valid California state teaching credential, or is not currently licensed by another state agency that requires a criminal record summary, to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. For additional information regarding fingerprinting, LEAs can contact their district or county office.
 10. Individual schools that anticipate implementing a tutoring program that is significantly different than programs of other schools in the same district should consult with their district office.
 11. In rural areas, providing tutor transportation may be a crucial element in recruitment and program success. For certain students, the availability of child care may be necessary for participation.

For Additional Information Please Contact:

Kathie Scott, Joyce Mondor, or Miguel Cordova, California Department of Education, Reading and Mathematics Policy and Leadership Office at (916) 657-5140.

B. AmeriCorps – America Reads

Background:

AmeriCorps is a national service program established in 1993 which provides thousands of Americans of all ages and backgrounds with an opportunity to commit a year (or two) of their lives to serving their communities. AmeriCorps joins a long tradition of programs encouraging and rewarding service – programs like the Civilian Conservation Corps, the Montgomery GI Bill, and the Peace Corps. In California, over 4,000 AmeriCorps members serve under the sponsorship of fifty-eight public-private collaborations to meet critical needs in the areas of public safety, education, environment, and human needs. In return for their service, AmeriCorps members receive an education award that can be used to pay off college loans or continuing education costs. Collaborations that sponsor AmeriCorps programs recruit and select their AmeriCorps members, design and operate their local programs, and are responsible for providing funds and other resources to match the federal funds they receive through their AmeriCorps grant.

California AmeriCorps programs are administered by the Commission on Improving Life Through Service established in 1994 by Governor Pete Wilson. AmeriCorps is administered at the national level by the Corporation for National Service.

Congress increased AmeriCorps appropriations for the 1998 federal fiscal year by \$25 million to support the goals of the America Reads initiative: that all children read well and independently by the end of the third grade.

Goals of Program:

1. Getting Things Done: AmeriCorps members funded through this program should provide direct service that helps children to read independently by the end of third grade. **Priority direct service activities include: volunteer (tutor) recruitment, training and coordination, and coordinating parent involvement projects.** Other direct service activities include: tutoring, academic mentoring, or organizing a book drive. Support from the AmeriCorps Education Awards program (page 19) are better used for tutors and mentors.
2. Strengthening Communities: Uniting individuals of all backgrounds and institutions in a common effort to improve early childhood literacy.
3. Encouraging Responsibility: AmeriCorps members become agents of community solutions and develop an ethic of lifelong service.
4. Expanding Opportunity: AmeriCorps helps those who help America. Members receive job skills, invaluable experience, and education awards or loan repayment for schooling or job training.

Funding/Resources Available:

\$25 million is available nationally to support America Reads, including \$19 million to cover a portion of the operating costs of AmeriCorps sponsoring collaborations and \$6 million for post-service education awards. California will submit its request for funds to the Corporation for National Service by May 12, 1998.

How to Access Resources:

Public-private collaborations may access AmeriCorps funds dedicated to supporting America Reads through this RFA. With the exception of AmeriCorps Education Awards program funding (page 19), AmeriCorps funds not specifically dedicated to America Reads are not available through this RFA.

Funding Restrictions (Please see the Commission web page: <http://www.cilts.ca.gov> for additional important information):

1. Funding per member: Requests for AmeriCorps funds through this RFA may not exceed \$11,250 per full-time equivalent (FTE) AmeriCorps member. A full-time position serves 1,700 hours in one year. Part-time positions which serve 900 hours per year or reduced part-time positions (for college students) which serve 450 hours may also be requested.
2. Matching funds requirement: AmeriCorps funding can be used to pay for up to \$7,089 of member living allowance; 85% of FICA, worker's compensation, and health insurance; and 67% of operating costs, such as supervision, transportation, and administration. The grantee is responsible for providing the required match. Both cash and in-kind match from federal and non-federal sources can be used for all items except member benefits (living allowance, FICA, and health insurance). Match for member benefits must be cash from non-federal sources. The Goals 2000 funding available through this RFA is federal and can be used to match AmeriCorps funding except for member benefits items.
3. Indirect Administration: An applicant may request no more than 5% for indirect administration, including 1% which will be withheld by the Commission for administration and grant processing.
4. Existing national service grantees: The Commission reserves the right to recommend against the award of any AmeriCorps funds available through this RFA to an existing national service grantee that is not in good standing due to compliance or performance issues. For California AmeriCorps grantees, a stage ranking of 1 or 2 would be considered as indicative of being in good standing.
5. AmeriCorps National Direct grantees are not eligible to receive AmeriCorps America Reads funding.

Maximum and Minimum Grant Amounts:

A collaboration may request no fewer than a total of twenty AmeriCorps member FTEs through the AmeriCorps – America Reads and AmeriCorps Education Awards programs. A collaboration may request no more than \$700,000 in AmeriCorps funding, not including funding for education awards and child care.

Grant Period:

Programs should start by the fall of the 1998–99 school year. One year renewable grants, with potential renewal based on performance.

Note to Colleges and Universities:

National service resources can be accessed directly by colleges and universities through this RFA. Colleges and universities that commit a minimum of 50% of their new (FFY97 increase) college work-study positions to this project will be given preference for national service funding/resources.

Note on the Use of Goals 2000 Funding for AmeriCorps:

Goals 2000 is federal funding. Goals 2000 can be used in conjunction with AmeriCorps funding, but cannot be used to meet the minimum 15% non-federal local grantee share.

Requirements/Other Information:

1. AmeriCorps Member Service: Activities that do not directly benefit a child's ability to read independently by the end of third grade, such as clerical work and research, may not be performed unless they are in support of a direct service. Such activities may not be the primary activity of a national service program or member. Direct service activities include: tutoring, mentoring, volunteer recruiting and coordinating. No more than 20% of service time can be dedicated to education, training, or other approved non-direct service activities.
2. AmeriCorps members must be at least 17 years old. There is no upper age limit.
3. Members may serve up to two terms of service.
4. Needs assessment, program design, and member selection are responsibilities of the program. Programs must select members in a non-partisan, non-political, non-discriminatory manner. Members may be recruited locally or through the AmeriCorps national referral system.
5. Member Benefits *(Please see the Commission web site for <http://www.cilts.ca.gov> for additional important information):*
 - a) Living Allowance - Full-time Members: All AmeriCorps programs must provide a living allowance to their full-time members, except: members funded through the AmeriCorps Education Awards program (page 19). The allowance is between \$9,775 and \$16,680 per year. Applicants may request AmeriCorps funding up to \$7,089 per full-time member. Remaining funds must be provided as match from non-federal sources.
 - b) Living Allowance - Part-time Members (900 hour and 450 hour/per year): Part-time members need not be provided a living allowance. However, if a program chooses to provide a living allowance then it must meet, on a prorated basis, the requirement described above in item a). In addition, programs should not place members who receive a living allowance alongside members who do not receive an allowance.
 - c) FICA: Programs that provide a living allowance must budget 7.65% of the total amount of the living allowance for FICA. AmeriCorps will fund up to \$542 per member of FICA and a grantee match must provide the remainder.
 - d) Child Care: Programs must make child care available to any full-time eligible member who needs such assistance in order to participate. The Corporation for National Service will fund child care directly and will pay 100% of the allowance, as defined by payment rates of the Child Care and Development Block Grant (CCDBG).
 - e) Health Care: A full-time member must be provided with a basic health plan. AmeriCorps funding can be requested to pay up to 85% of the cost of this health plan. An AmeriCorps Health Care policy is available. Programs electing to use this policy should budget \$924 which includes an AmeriCorps-funded share of \$785 and grantee matching share of \$139.
6. All programs receiving this funding commit to participate in an intensive nationwide evaluation of the effectiveness of national service programs in helping to meet the America Reads Challenge. In addition, programs must track and evaluate outcomes from these funds.
7. AmeriCorps program with members or employees who have substantial direct contact with children (as defined by state law) or who perform service in the homes of children or individuals considered vulnerable by the program, shall, to the extent permitted by the state and local law, conduct criminal record checks on these members or employees as part of the screening process.

8. Specific information regarding guidelines for member release, reasonable accommodation for disabilities, member grievance procedures, prohibited service activities, the Commission on Improving Life Through Service, the Corporation for National Service, and the America Reads challenge is available on the Commission web page: <http://www.cilts.ca.gov>.

For Additional Information Please Contact:

Maria Vail, California Commission on Improving Life Through Service,
(916) 327-3733.

c. AmeriCorps*VISTA – America Reads

Background:

Established in 1965, Volunteers in Service to America (VISTA) is a national service program that encourages and enables individuals from all walks of life to help residents of disadvantaged communities to become more self-sufficient. To increase the capability of people to improve the conditions of their own lives, VISTA members develop, organize, and create employment training, literacy, housing assistance, health education, and neighborhood revitalization programs.

In return for their year of service, VISTA members receive an education award of \$4,725, a living allowance, health coverage, student loan deferment/forbearance, and special “non-competitive” eligibility for federal employment. When a program receives a VISTA member position, the benefits listed above are paid directly to the member by the Corporation for National Service. Recruitment and selection of individuals to fill VISTA positions is done by the local program.

In California approximately 300 VISTA members serve in fifty projects. In California, VISTA is administered by the State Office of the Corporation for National Service. Nationally, VISTA is administered by the Corporation for National Service.

Congress approved an increase of \$24 million for 1,670 new VISTA members to support the goals of the America Reads initiative: that all children read well and independently by the end of the third grade.

Goals of Program:

To ensure that all children can read well and independently by the end of third grade through activities that focus primarily on:

1. Initiation and/or expansion of community-based children's literacy programs in areas with a substantial percentage of children from low income families;
2. Support of after-school, weekend, and in-school reading programs for children being served;
3. Recruitment, training, coordination, and management of local volunteer tutors;
4. Mobilization of resources needed to support literacy programs;
5. Involvement of parents in family literacy activities to prepare them to effectively serve as first teachers of their children;
6. Introduction of, and support for, age-appropriate computer technology in areas under served by such technology;
7. Promotion of literacy partnerships among schools, libraries, youth-serving groups, businesses, public and private agencies, and other community organizations, and
8. Sustainability of activities and programs developed or expanded through AmeriCorps*VISTA efforts.

Funding/Resources Available:

\$24 million is available nationally to support approximately 1,670 full-time VISTA FTEs and 500 summer positions. Approximately 100 VISTAs are available through this RFA. Another 35–40 America Reads awards, representing twenty or more VISTAs each (800 total) have been granted through a Notice of Funding Availability that was due January 28, 1998.

How to Access Resources:

Public and private non-profit organizations are eligible to apply through this RFA.

Funding Requirements:

1. VISTA member benefits provided by the Corporation for National Service: VISTAs are not allocated through a grant of funds. Instead, VISTA member positions are allocated to sponsoring organizations. Member benefits that are paid directly to the member by the Corporation for National Service include:
 - a) a monthly subsistence allowance for AmeriCorps*VISTA members which is commensurate with the cost of living of the assignment area and covers the cost of food, housing, utilities, and incidental expenses;
 - b) an end of service cash stipend payment accrued at the rate of \$100 per month or an AmeriCorps education award of \$4,725 for one year of service (1,700 service hours minimum); relocation expenses for members who must relocate in order to serve.
 - c) health insurance for each VISTA member
 - d) child care allowance for eligible VISTA members
 - e) pre-service orientation
 - f) travel from home of record to training and assignment for all VISTA members, as well as travel home at the end of service
2. Matching Funds requirement: There is no matching funds requirement. Applicants are responsible for providing member supervision, transportation, and training, as well as the basic costs of the literacy program itself (e.g., office supplies, office space, reading materials).
3. Cost-share VISTA positions: The Corporation for National Service encourages grantees (project sponsors) to establish one or more cost-share VISTA positions, if they have the resources to do so. The project sponsor provides the following for cost-share VISTA members: living allowance (\$716 to \$786 per month, determined according to cost of living by local area), health insurance (\$1,600 per member per year), stipend and FICA (\$100 per month for members which elect a stipend rather than an educational award, with 7.65% added for FICA on the stipend). The Corporation for National Service provides: educational award (\$4,725 per member per year) and child care (\$300 per month for eligible members).
4. AmeriCorps*VISTA project sponsors must actively elicit the support and/or participation of local public and private sector elements in order to enhance the chances of a project's success, as well as to make the activities undertaken by VISTA members self-sustaining when the Corporation no longer provides resources.

Maximum and Minimum Grant Amounts:

The Corporation for National Service would prefer to allocate no fewer than fifteen VISTA members per project, but will allocate as few as five members to a project.

Grant Period:

One year, renewable for up to two additional years based on availability of resources and project performance.

Note to Colleges and Universities:

National service resources, including VISTA members, can be accessed directly by colleges and universities through this RFA. Colleges and universities that commit a minimum of 50% of their new (FFY97 increase) college work-study positions to this project will be given preference for national service funding/resources.

Requirements/Other Information:

1. Based on its poverty focus, VISTA members must be placed in communities where a substantial percentage of children come from low-income families.
 2. VISTA positions are full-time year-long positions open to individuals 18 years and older wishing to make a commitment to serving their communities. Unlike other AmeriCorps positions, there are no part-time VISTA positions.
 3. Programming should encourage permanent, long-term solutions to problems confronting low-income communities rather than short-term approaches for handling emergency needs. VISTA member activities build organizational and community capacity.
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For Additional Information Please Contact:

State Office, Corporation for National Service, (310) 235-7421.

D. AmeriCorps Education Awards Program

Background:

AmeriCorps is a national service program established in 1993 that provides thousands of Americans of all ages and backgrounds with an opportunity to commit a year (or two) of their lives to serving their communities. AmeriCorps joins a long tradition of programs encouraging and rewarding service – programs like the Civilian Conservation Corps, the Montgomery GI Bill and the Peace Corps.

In 1996, the AmeriCorps Education Awards program was established to provide organizations and collaborations who had program funding from other sources the opportunity to become an AmeriCorps program through a simplified application process.

In California, 624 AmeriCorps member positions have been approved to date through this program. California AmeriCorps programs are administered by the Commission on Improving Life Through Service established in 1994 by Governor Pete Wilson. AmeriCorps is administered at the national level by the Corporation for National Service.

Goals of the Program:

Priority activities of AmeriCorps Education Awards program members funded through this RFA are tutoring and academic mentoring. Other activities include volunteer tutor recruitment and coordination.

This RFA, because it offers funding from other sources (such as SB 316 and college work-study), provides an excellent opportunity to utilize the resources provided through the AmeriCorps Education Awards program. To illustrate: a tutor can be provided a post-service education award and the tutor's sponsoring organization can receive up to \$500 per member (FTE) to cover program management costs through the AmeriCorps Education Awards program. SB 316 funds could be used to offset operational costs such as member supervision. SB 316, college work-study, or other funds could be used to pay for member benefits (i.e., living allowance and health care), if the program chooses to do so.

As can be seen in the funding information section below, funding provided through the AmeriCorps Education Awards program differs substantially from that offered through the AmeriCorps – America Reads program (page 12).

Funding Available:

Approximately 10,000 AmeriCorps member (FTE) positions are available nationwide. For each AmeriCorps FTE the following is provided: a \$4,725 education award for each member who completes their year of service and up to \$500 per FTE to cover program management costs.

How to Access Resources:

Resources can be accessed through this RFA or by contacting the Commission on Improving Life Through Service.

Grant Period:

Programs are expected to start by fall of the 1998–99 academic year. One year renewable grants are provided, with potential renewal based on performance.

Funding Requirements (Please see the Commission web page <http://www.cilts.ca.gov> for additional important information):

1. There is no match requirement.
2. No AmeriCorps funding is provided for member support costs, including living allowance, FICA, worker's compensation, health insurance, and child care (funding provided for program management costs cannot be used for these items).
3. Programs are encouraged but not required to provide members with a living allowance, health insurance, and child care.
4. Programs must provide worker's compensation coverage for members.
5. A full-time position serves a minimum of 1,700 hours per year. Part-time positions (900 hours per year) and reduced part-time positions for college students (450 hours per year) may also be requested.
6. If a program chooses to pay a living allowance, then:
 - a) A full-time member's allowance must be between \$9,775 and \$16,680 per year. A part-time member's allowance must be prorated based on this scale.
 - b) FICA must be budgeted at 7.65% of the living allowance.
7. Existing national service grantees: The Commission reserves the right to recommend against the award of any AmeriCorps funds available through this RFA to an existing national service grantee that is not in good standing due to compliance or performance issues. For California AmeriCorps grantees, a stage ranking of 1 or 2 would be considered as indicative of being in good standing.

Maximum/Minimum Grant Amounts:

A collaboration may request no fewer than a total of twenty AmeriCorps member FTEs through the AmeriCorps – America Reads and AmeriCorps Education Awards programs. A collaboration may request no more than \$700,000 in AmeriCorps funding, not including funding for education awards and child care.

Note to Colleges and Universities:

National service resources can be accessed directly by colleges and universities through this RFA. Colleges and universities that commit a minimum of 50% of their new (FFY97 increase) college work-study positions to this project will be given preference for national service funding/resources.

Program Requirements/Other Information:

1. AmeriCorps Member Service: Activities, other than direct service, such as clerical work and research, may not be performed unless they are in support of a direct service. Such activities may not be the primary activity of a national service program or member. Direct service activities include: tutoring, mentoring, volunteer recruiting and coordinating. No more than 20% of service time can be dedicated to education, training, or other approved non-direct service activities.
2. AmeriCorps members must be at least 17 years old. There is no upper age limit.
3. Members may serve up to two terms of service.
4. Needs assessment, program design, and member selection are responsibilities of the program. Programs must select members in a non-partisan, non-political, and non-discriminatory manner. Members may be recruited locally or through the AmeriCorps national referral system.
5. Programs must track and evaluate outcomes from these funds.

6. AmeriCorps programs with members or employees who have substantial contact with children (as defined by state law) or who perform service in the homes of children or individuals considered vulnerable by the program, shall, to the extent permitted by state and local law, conduct criminal record checks on these members or employees as part of the screening process.
 7. Specific information regarding guidelines for member release, reasonable accommodation for disabilities, member grievance procedures, prohibited service activities, the Commission on Improving Life Through Service, the Corporation for National Service, and the America Reads challenge is available through the Commission web page: <http://www.cilts.ca.gov>.
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For Additional Information Please Contact:

Maria Vail, California Commission on Improving Life Through Service,
(916) 327-3733.

E. College Work-Study

Background & Goals of the Program:

During the 1997 federal fiscal year, federal college work-study funding was increased from \$617 to \$830 million, resulting in a 35% increase (from 700,000 to 960,000) in the number of student positions available. The President called on colleges and universities to support America Reads by dedicating at least half of this increase to community service positions, with a priority for placement of community service work-study students as reading tutors for children. In current work-study programs, a 25% minimum match must be provided by the placement site. The U.S. Department of Education has waived the matching requirement for federal work-study funds in locations where work-study students are placed as tutors for children. The President has proposed an additional \$70 million be added to the FFY99 budget to help students work their way through college by performing community service.

Funding/Resources Available:

Public and private colleges and universities received a varying number of new college work-study positions in FFY97. In addition, the strength of the commitment of colleges and universities to providing tutors for America Reads varies. In California, seventy-two colleges and universities have committed to support the America Reads Challenge.

How to Access Resources:

A list of colleges and universities in California that have committed college work-study positions in support of America Reads, along with name and phone number of the America Reads contact person, is available on the Commission's web page: <http://www.cilts.ca.gov>. The web page of the Corporation for National Service (<http://www.cns.gov>) contains excellent information on college work-study, tutoring, and the America Reads Challenge. Colleges or universities interested in committing to the challenge, but who have not done so previously, should contact Marsha Adler, (415) 338-6879.

Applicants may also want to contact:

At the campus level, the following offices at the University of California (UC), the California State University (CSU) and the California Community Colleges (CCC) will be good contacts: (1) the financial aid office or the America Reads contact person, (2) outreach and EOP offices, grant offices, teacher preparation offices in schools and departments of education, and offices of community service/service learning.

At the system level: the Office of Student Academic Services (UC), the Office of Access and Retention (CSU), and the Student Services Division (CCC). Furthermore, specific programs such as MESA, PUENTE, and College Readiness will have information.

For Additional Information Please Contact:

Marsha Adler, Director, America Reads Challenge – Higher Education, (415) 338-6879.

F. National Senior Service Corps – America Reads

Background:

Established in the mid-1960s and early-1970s, three Senior Corps programs exist:

1. Retired and Senior Volunteer Program (RSVP): RSVP helps individuals age 55 and older put their skills and life experience to work in their communities. RSVP volunteers serve from a few hours to twenty hours a week doing almost anything. In California, there are 32,000 participants serving in forty-two projects who provide 6 million hours of service.
2. Foster Grandparents Program (FGP): FGP provides invaluable aid to children and youth with exceptional needs. Foster Grandparents serve twenty hours a week in schools, hospitals, correctional institutions, and Head Start and day care centers. They work one-on-one to help children who have been abused or neglected, mentor troubled teenagers and young mothers, and care for premature infants or children with physical disabilities. In California, 1,300 FGP members serve twenty hours per week in twelve projects.
3. Senior Companions Program (SCP): Senior Companions are volunteers age 60 and over who provide assistance and friendship to seniors and other individuals who have difficulty with daily living tasks. The service they provide helps others live independently in their homes instead of moving to expensive institutional care. In California, 790 members in eleven projects serve twenty hours per week.

All California programs are administered by the State Office of the Corporation for National Service.

Goals of the Programs:

Two of the three Senior Corps, RSVP and FGP, have received increased funding for FFY98 to provide tutors and mentors for children in support of the America Reads Challenge: that all children read well and independently by the end of the third grade.

Funding Available:

\$8.4 million in new funding has been made available primarily to existing Senior Corps programs to support America Reads.

How to Access Funding:

The best way to access this resource is by contacting the existing Senior Corps project sponsor in your area. A directory of California Senior Corps project sponsors is available on the Corporation for National Service web page: <http://www.cns.gov>. Each of the California Senior Corps project sponsors has been contacted by the State Office of the Corporation for National Service and told to expect calls from applicants of this RFA. All Senior Corps, not just those that received America Reads funding, are worth contacting when developing your application.

For Additional Information Please Contact:

State Office, Corporation for National Service, (310) 235-7421.

G. Learn and Serve America – CalServe K-12 Service-Learning Initiative

Background:

Learn and Serve America is administered nationally by the Corporation for National Service. Currently, Learn and Serve America involves more than 750,000 youth participants nationwide and has awarded \$32 million in grants to 156 community-based, local, and state organizations. Learn and Serve America is composed of three programs: *Higher Education*, and two school-age programs: *School-based* (described below) and *Community-based* (page 26).

All three programs use service-learning as a method to achieve their goals. Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet the needs of the community. Youth participants take the lead in designing, planning, and implementing activities that harness their skills, knowledge, and abilities as resources in addressing real-life problems. Programs combine service and learning through carefully constructed formal and informal curricula with clearly defined learning outcomes that provide both opportunities for youth, and benefits for the community in one of four priority areas: education, public safety, environment, or human needs.

In California school-based service-learning projects are supported by the CalServe K-12 Service-Learning Initiative under the direction of the California Department of Education (CDE). The initiative provides direct funding to thirty-seven school-community partnerships that involve an annual average of more than 60,000 students and 4,000 community volunteers in 133 school districts in urban, rural, and suburban communities throughout the state. It is CDE's vision that by the year 2000, 25 percent of all school districts will offer community service or service-learning as part of their educational program; and that by the year 2004, 50 percent of all school districts will include service-learning as part of their regular instructional practices, engaging all students in at least one service-learning project at each grade range (K-5, 6-8, and 9-12) before matriculation or graduation.

Goals of Program:

With funding support from Learn and Serve America, the CalServe Initiative supports local partnerships and activities that promote opportunities for K-12 students to participate in quality service-learning experiences that enhance academic learning and address community needs. Consistent with the definition of the National and Community Service Trust Act of 1993:

Service-learning:

- is a teaching method whereby students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community. The school campus can also be defined as a community;
- is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community;
- helps foster civic responsibility;
- is integrated into and enhances the academic and core curriculum of the students, or the educational components of the community service program in which the participants are enrolled;
- and provides structured time for the students or participants to reflect on the service experience.

Funding Available:

The California Department of Education received \$2.3 million during the 1997–98 academic year to support statewide and regional capacity-building activities and to support the implementation of service-learning at the local level. Funding is made available to support local school-community partnerships working in a coordinated, strategic manner to provide effective service-learning opportunities for school-age youth within a school cluster, district, or county.

How to Access Funding:

Since all funds are already allocated, the best way to access this resource is by contacting an existing Learn and Serve America subgrantee (CalServe Partnership) in your area. There are thirty-seven partnerships operating throughout the state. A description of CalServe partnerships is available on the California Department of Education web page: <http://goldmine.cde.ca.gov/cyfsbranch/lsp/cshome.htm>.

In addition, there are a number of other funding sources which can support the implementation of K–12 school-based service-learning: Improving America's Schools Act, School-to-Career, and State School Improvement program funds.

For Additional Information Please Contact:

Nelda Brown, CalServe Liaison, California Department of Education, (916) 653-8190.

G. Learn and Serve America – Community-based Programs

Background and Goals of Program:

Learn and Serve America is administered nationally by the Corporation for National Service. Currently, Learn and Serve America involves more than 750,000 youth participants nationwide and has awarded \$32 million in grants to 156 community-based, local, and state organizations. Learn and Serve America is composed of three programs: *Higher Education*, and two school-age programs: *School-based* (page 24) and *Community-based* (described below).

All three programs use service-learning as a method to achieve their goals. Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet the needs of the community. Youth participants take the lead in designing, planning, and implementing activities that harness their skills, knowledge, and abilities as resources in addressing real-life problems. Programs combine service and learning through carefully constructed formal and informal curricula with clearly defined learning outcomes that provide both opportunities for youth, and benefits for the community in one of four priority areas: education, public safety, environment, or human needs.

Currently, California has no community-based service-learning programs funded through Learn and Serve America. However, California has the opportunity to apply for up to \$600,000 from the Corporation for National Service to fund service-learning programs for school-aged children operated by community-based organizations. Community-based service-learning programs funded through this process would be administered by the Commission.

Goals of Program:

Learn and Serve America aims to:

- support life-long service beginning at an early age that fosters service as an important value;
- promote service as an integral part of learning;
- create a learning environment in which young people are engaged in service from kindergarten through higher education;
- connect service to other efforts to improve education at all levels;
- link people and programs that work together to promote service-learning;
- increase awareness of service-learning throughout the nation;
- support the development of infrastructure through training, technical assistance, and research; and
- forge partnerships among schools, higher education institutions, and community agencies to advance educational improvement.

Funding and Resources Available:

California has the opportunity to request up to \$600,00 to support community-based service-learning projects through an application to the Corporation for National Service due on April 1, 1998.

How to Access Resources:

Public or private non-profit community-based organizations (including a church or religious entity) that have experience in working with school-aged youth and that have existed for at least one year are eligible to receive funding.

The Commission is responsible for submitting the application for funding to the Corporation for National Service. The Commission is also responsible for selecting California's community-based service-learning grantees. If you are eligible and interested in becoming a California grantee, please contact Maria Vail of the Commission no later than 5:00 PM, Monday, March 16. You will be asked to complete a concept paper. Information from this concept paper will be used by the Commission to develop California's application to the Corporation. If the Commission should receive funding from the Corporation you may be requested to complete a full application. Concept paper instructions and additional program information will be posted on the Commission web page (<http://www.cilts.ca.gov>) by early March.

The Commission will consider concept papers for programs that provide school-aged youth from grades K–12, and out-of-school youth up to age 17, with opportunities to develop their personal, academic, and civic skills through service to their communities. Priorities and preferences of the Commission and Corporation include:

- programs with service activities that support the America Reads Challenge, such as tutoring, conducting after school/learning/homework assistance programs, training parents to use educational materials in the home, and generating volunteers to act as tutors to children in the community.
- programs that expand, enrich, and improve the quality of programs operating for children and youth during non-school hours.

Funding Requirements:

1. Matching funds requirement: The national service share shall not exceed: 90% for the first year; 80% for the second year; 70% for the third year; 50% for subsequent years. Each grantee must provide the remaining costs of the program through a payment in cash or in-kind, fairly evaluated, including facilities, equipment, or services. Grantees may provide for such share through state, local, or federal sources (other than funds made available under national service laws).
2. Administrative costs: Maximum 5%
3. Planning and capacity building: A grantee must spend at least 10% and not more than 15% of the total grant on planning and capacity building through training, technical assistance, curriculum development, evaluation, and coordination activities.
4. National service funds may not be used for stipends, allowances, or other financial support to any program participant (excluding teachers) except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation.

For Additional Information Please Contact:

Maria Vail, California Commission on Improving Life Through Service,
(916) 327-3733.

V. APPLICATION INSTRUCTIONS

A. INSTRUCTIONS FOR TITLE PAGES

Title Page 1:

Program Name: Please fill in the name you intend to use for your program.

Contact Person & Title: This person will receive all information regarding your program's application. Should we need to reach someone regarding your application via phone, fax, or electronic mail, this person will be contacted. **It is likely that all awards for this application will not be made until mid-July.** The contact person must be able to be reached during this time.

Title Page 2:

Program Name: Please fill in the name you intend to use for your program.

Program Coordinator: Please fill in the name of the person who will be coordinating the program, their address, phone number, fax number, and electronic mail address.

Legal Applicant for Student Academic Partnerships (SB 316) funds: If you are applying for these funds please provide the name of the contact person at the Local Education Agency (LEA) which will serve as the Legal Applicant for this application, their address, phone number, fax number, electronic mail address, and CDS code.

Check this box if the Legal Applicant is applying for funding for another program through this RFA and provide the name of that program.

Legal Applicant for AmeriCorps and VISTA: If you are applying for these funds please provide the contact person's name, the organization's name, the type of organization (public, private, 501(c)(3), address, phone number, fax number, electronic mail address, and employer ID number. If you are also applying for funds through the Student Academic Partnerships (SB 316) and the Legal Applicant is the same, you do not need to complete this section.

Check this box if the Legal Applicant is applying for funding for another program through this RFA and provide the name of that program.

Congressional District(s): Please fill in all the U.S. Congressional Districts, State Senate District(s), and State Assembly Districts(s) in which your program will be serving.

Title Page 3:

Requested Budget: Please fill in the total amount of dollars you are requesting from each funding source. Include the number of FT (full-time) positions you are requesting, and the number of PT (part-time) positions you are requesting and which type of PT positions.

Age of the Children to be Served: Please fill in the boxes of the ages of the children your program will be serving.

When & Where Tutoring/Mentoring Services will be Provided: Please specify when the tutoring/mentoring services will be provided by your program.

Subjects: Identify the subjects the tutoring will focus on.

Projected First Year Services to be Provided Through this Program: Please estimate the total number of hours children will be tutored/mentored by your program; the total number of children who will be tutored/mentored by your program; the total number of tutors/mentors providing services in your program; the total number of college work-study hours committed to the program (if applicable).

B. INSTRUCTIONS FOR PROGRAM NARRATIVE:

Please, as concisely as possible, on white 8 1/2 x 11 inch paper provide the information requested in the order requested. (12 pages maximum, single sided, typed in a font no smaller than 12 point Times or Palatino, double spaced, one inch margins.

Part 1: Need

Describe: (a) the sites where tutoring/mentoring services will take place and how these sites were selected; (b) the children who will receive tutoring/mentoring services and how these children will be selected (for applicants requesting VISTA members please include family income in your description); (c) please note whether sites are in urban, suburban, or rural communities.

Part 2: Program Design

Applicants requesting AmeriCorps and/or AmeriCorps*VISTA members should clearly identify AmeriCorps roles and positions (e.g., tutor, volunteer recruiter, volunteer coordinator) and VISTA roles and positions (e.g., volunteer recruiter, volunteer coordinator, resource developer, program developer) and where each member will be placed.

- Describe the tutors/mentors: (a) who the tutors will be (i.e., desired qualities of tutors, how many AmeriCorps members, Senior Corps members, parents, college students, middle and high school students, other volunteers).
- Describe the tutor management process: (a) how the tutors will be recruited, selected, and screened; (b) how the tutors will be coordinated, supervised, paid, evaluated, and replaced in the event of attrition.
- Describe tutor orientation and training: (a) who will provide training; (b) what are the main training components; (c) the application of service-learning for students (K-12 and higher education) involved in tutoring; (d) how an ethic of lifelong service to one's community will be encouraged.
- Describe the tutoring/mentoring relationship: (a) how the tutor/mentor will be matched with the child; (b) the characteristics of the relationship: duration (over what period of time), frequency/intensity (how often and for how many hours), continuity (maximum length of breaks in the relationship).
- Describe what learning techniques will be employed.

- Describe: (a) the venue (e.g., school, day care center, etc.); (b) the days and times when services will be provided; (c) the materials and other resources that will be needed and who will provide these.
- Include a timeline of major program preparation and implementation steps.

Part 3: Partnership/Collaboration

- In table format if desired (single spaced is acceptable), describe the program operating collaboration: (a) identify each partnering organization and/or school site, and for each provide, their address, phone number, and primary contact person; (b) the role of each partner; (c) what is being contributed by each organization (please note whether colleges will be providing work-study students and academic credit to tutors/mentors). A sample partners form can be found on the Commission's web page <http://www.cilts.ca.gov>.
- Describe how the collaboration will coordinate the program, make decisions, and use evaluative information to continuously improve program operations.
- Describe how the partnership came together to develop this program.

Part 4: Community Building & Involvement

Applicants should clearly describe roles and positions to be filled by AmeriCorps and VISTA members.

- Describe how the collaboration has/will generate volunteers and other community support and involvement.
- Describe the involvement and roles to be played by parents, seniors, K-12 and college students, businesses and foundations.
- Describe how this program will coordinate with other local volunteer, community service, tutoring, mentoring, and/or service-learning programs.
- Describe any opportunities that children receiving services will have to give back to their community.

Part 5: Organizational Capacity

- Identify the legal applicant (for each of the requested funding sources, if necessary). Describe where in the organization(s) this new program will fit (using an organizational chart if desired). Describe experience in administering federal grants. Provide overall budget figures for the organization from the past three years.
- Describe the key experiences of the legal applicant or other primary partners in implementing programs of this type (i.e., collaborative early childhood education programs).
- Describe the background, experience, and relevant accomplishments of the principal program staff.

Part 6: Out Year's Plans

- Describe your plans for: (a) providing follow-up services to children in this program after the program year; and (b) building sustainability and continuously improving your program and collaboration.
-

C. INSTRUCTIONS FOR PROGRAM OBJECTIVES AND EVALUATION PLAN FORM

Refer to the form in this RFA titled *Program Objectives and Evaluation Plan*. Link your objectives to the information provided in the program narrative. Objectives should focus on the areas in which your program makes the greatest impact. Annual objectives are statements regarding change that will occur as a result of the program during the year. The program may accomplish many things, but include in the application only those objectives that are at the core of the program's mission.

All programs must provide at least one, and no more than three objectives in each of the following areas:

- Community Service
- Community Building
- Member Development

Each objective must be accompanied with a corresponding *Program Objectives and Evaluation Plan Form* (e.g., one completed form per objective).

The objectives should focus on results that will be accomplished in a single year, even though the program may anticipate that a long chain of consequences will result from a set of activities. For instance, a mentoring program may lead to a decrease in drop-out rates, which leads to an increase in graduation rates, which leads to better job histories, increased lifetime earnings, and so on. However, the objectives should reflect such outcomes as increased reading levels.

Community Service Objectives should directly reflect the impact the program hopes to have on the recipients of services provided. For example, a tutoring program hopes to improve the reading skills of at least twenty-five students through tutoring. The students' needs will be determined by a diagnostic test at the beginning of the program. The program hopes students will master at least 75% of their skills that require re-mediation, as determined by re-testing.

1. The service to be provided is tutoring
2. Children identified through a diagnostic test will receive the services
3. Twenty-five children will be served
4. The desired result is an improvement in reading skills
5. The measure of impact is a pre-test, post-test comparison
6. The standard of success is that the reading level of 90% of the children who attend regularly for one year will increase by at least eight months and so forth...

Community Involvement Objectives should express changes the applicant hopes to affect in the larger community. For example, an applicant hopes to develop and implement a volunteer initiative to increase the number of community volunteers

involved with the program. Hours will be tracked using weekly logs. It is estimated that 500 hours of volunteer time will be donated.

1. The service to be provided is development and implementation of a volunteer program
2. Children identified through a diagnostic test will receive the services
3. Twenty-five children will be served
4. The desired result is an increase in volunteer tutor hours for these children
5. The measure of impact is the number of additional volunteer hours as measured by program "logs"
6. The standard of success is an increase of 500 hours of volunteer time and so forth...

Another community building objective might result from a service-learning program component and state gains expected for older students involved in tutoring younger students.

Member Development Objectives should reflect the growth and development that you hope will occur in AmeriCorps members.

D. INSTRUCTIONS FOR BUDGET FORMS AND BUDGET NARRATIVE

The budget should be the last component of the proposal developed. The budget should be sufficient to perform the tasks described in the proposal narrative. It should not contain unexplained amounts for miscellaneous or contingency costs or unallowable line items such as entertainment costs. **A budget form and budget narrative must accompany each application.**

Additional budget resources are available on the Commission web site (<http://www.cilts.ca.gov>) to assist applicants in ensuring their proposed program meets all financial requirements. Included are: completed budget forms for all program examples provided in this RFA and an AmeriCorps budget analysis checklist.

Student Academic Partnership Budget Form and Narrative

Programs requesting Student Academic Partnership funding through this RFA should complete the Student Academic Partnerships budget form and attach a budget narrative reflecting the use of those funds. Although it is hoped that applicants will receive funding over a three-year period, this budget should only reflect the first year's expenditures.

If programs plan to use portions of a Student Academic Partnership grant as match to the AmeriCorps portions of their program, match amounts should be detailed in the AmeriCorps budget narrative.

Each applicant must budget \$2,000 in addition to its travel and transportation line items to cover the cost of California Department of Education-sponsored technical assistance meetings.

AmeriCorps Budget Narrative

Preparation of the budget will be simplified if the applicant completes the budget narrative first, by using the line items on the form as a guide, and then converts the totals to the budget form. The budget narrative should be organized in the same order as the budget form and clearly identify requested Corporation share and grantee share. The grantee share in specific items should at least meet the minimum requirements as described below.

One budget narrative should be completed for all AmeriCorps resources requested. If a program chooses to request Student Academic Partnership funding, it must submit a separate budget narrative detailing the use of those resources. In preparing the AmeriCorps budget narrative, be sure to include all match detail (funds from the Corporation and other federal, state, local, and private), including any Student Academic Partnership or federal college work-study money that will be used. It should show whether the grantee share is in-kind or in cash and whether the cash match comes from federal or non-federal funds.

For each of the line items contained on the budget form, a full explanation must be provided in the budget narrative that explains the item, its purpose, and shows how the cost was calculated, in an equation format where appropriate. For example, travel should be broken down into discrete components, then equations prepared showing the number of anticipated trips, the number of travelers, and the estimated cost.

Travel to State Commission Workshop:
 $2 \text{ staff} \times (2 \text{ days} \times \$120 \text{ per diem}) + \text{mileage} (150 \text{ miles} \times \$0.31 \text{ mile}) = \$526.50$

CPR Training for AmeriCorps Members: $100 \text{ members} \times \$50 = \$5,000$

Program Operating Cost

Corporation funds may not exceed 67% of the program operating cost (whether the program is a grantee or subgrantee, including administration). The grantee's share of the program cost is 33%. Living allowance, health care, and child care costs should not be included in the calculation of the program operating costs, as there are separate budget requirements for these items.

The program may provide its share of the operating costs through cash or in-kind contributions. In-kind contributions are the value of goods or services donated by the grantee or a third party in support of the project. The share of funds may come from a number of sources, including federal. However, all programs must raise some funds from the private sector, e.g., corporations, foundations, individuals, local businesses, or nonprofit organizations. The Corporation may waive the budget match requirement if it determines that there is a lack of available financial resources at the local level.

Compliance with Federal Legal Requirements

Programs must comply with all applicable federal laws, regulations, and OMB Circulars for grant management, allowable costs, and audits. The Commission has copies of the applicable OMB Circulars and regulations and will supply them to applicants upon request.

All budget items in Item A must have, at a minimum, a 15% cash match. Except for health care, matches cannot be made with other federal funds. Funds received under P.L. 638 for tribal self-determination are allowable as non-federal match.

AmeriCorps Budget Form

The budget form allows applicants to supply all financial information pertinent for requesting Corporation funding to support proposed programs. The following instructions provide information necessary to complete the AmeriCorps America Reads portion of the form. Generally, the same requirements apply to the AmeriCorps Education Awards program and cost-share AmeriCorps*VISTAs. In areas where differences exist, specific instructions relating to that program are provided.

When completing the AmeriCorps Education Awards program column (column C), enter the funding that will be used for each line item. Remember that a maximum of \$500 is available to applicants per FTE. The total AmeriCorps Education Awards program grant requested in column C, line 39 cannot exceed \$500 x column C, line 9.

VISTA members do not have to be cost-shared with the Corporation. If applicants choose to apply for cost-share VISTAs, they must provide their commitment to cost-share line items in column D of this budget form. Other VISTA members (non-cost-share) should be requested on the appropriate title page.

General Instructions

At the top of the budget form, please supply the name of the legal applicant and the program name in the space provided.

Member Positions Requested

For each category of AmeriCorps member, **enter the number of members requested.** For the purposes of line 9, convert the number of members requested to FTEs, based on a 1700 hour service scale.

All budget lines in Item A must have, at a minimum, a 15% cash match. Except for health care costs, match funding requirements cannot be made with other federal funds.

ITEM A: Member Support Costs

Living Allowance

On the budget form, state the number of members who will receive a living allowance in each of the appropriate categories as determined by the number of service hours they expect to complete in the year.

Full-time Members

Generally, all full-time members must receive a living allowance between \$9,775 and \$16,680. **The Corporation will fund up to \$7,089 of the minimum living allowance.** Programs that want to provide a living allowance in excess of \$9,775 must provide a grantee match for all funds over that amount. For example, a program desiring to provide a \$10,000 living allowance to its members would have to provide \$2,911 match if it requested the maximum Corporation match of \$7,089. The \$2,911 match must come from non-federal sources.

Part-time Proration Formula

Programs are not required to pay part-time members living allowances, but if programs decide to do so, they may prorate the full-time living allowance. This calculation is [$\$0$ up to $\$9,775 \times (\# \text{ of service hours for program year} \div 1700 \text{ service hours})$].

AmeriCorps Education Awards Program

Programs are not required to provide living allowances for AmeriCorps Education Awards program members, even if they are full-time members. If programs do choose to provide a living allowance, there is no minimum requirement, but programs may not provide an allowance of more than \$10,000 per year.

Cost-share AmeriCorps*VISTA

A living allowance of between \$716 and \$786 per month must be provided to VISTA members. The range of this allowance is determined by the cost of the local living area. Applicants should contact the State Office of the Corporation for National Service to obtain the schedule that determines the living allowance in your local area.

FICA

All programs must pay FICA for any member receiving a living allowance. The program's share of FICA should be calculated at 7.65% of the total amount of the living allowance, and must be prorated in the same proportion as the Corporation and grantee match. For example, a grantee providing \$9,775 to its full-time members and requests \$7,089 from the Corporation would provide \$2,686 in living allowance match. The Corporation would provide a FICA match of \$542 ($\$7,089 \times 7.65\%$) and the grantee would provide \$206 ($\$2,686 \times 7.65\%$).

Cost-share AmeriCorps*VISTA

VISTA members may elect to receive a \$100 per month stipend, rather than an end of service education award. For members who choose this option, FICA must be paid on both the living allowance and the additional monthly stipend.

Worker's Compensation

California requires worker's compensation coverage for its AmeriCorps members.

Health Care

Programs with existing health benefit policies for their full-time members, that meet minimum requirements, should request 85% of those funds from the Corporation. The remainder must be matched in cash by the grantee. Corporation funds cannot be used for part-time members, under any circumstances. The Corporation will not pay for dependent coverage.

AmeriCorps Education Awards Program

Health care is not required for Education Awards program members. A local program may choose to provide health care, but the program is responsible for such costs.

Cost-share AmeriCorps*VISTA

Programs should budget \$1,600 per year, per member for health care coverage.

Corporation Health Care

Programs without existing health coverage or with coverage that does not meet the minimum requirements must select the AmeriCorps Member Health Care Policy. The cost of this policy is currently established at \$924 per full-time member. The Corporation will fund 85% of these expenses, or \$785 per full-time member. The remaining amount must be matched in cash by the grantee.

Items B–E must be matched at a rate of at least 33% by the grantee with cash or in-kind contributions. The sources may be federal (including Student Academic Partnership and college work-study), state, private sector, or other funds.

ITEM B – Other Member Support Costs

Include any training, education, and other costs that relate directly to the program members in this section.

ITEM C – Staff

The portion of staff costs that are attributed directly to the operation of an AmeriCorps program or project. Staff that is indirectly involved in the management or operation of the applicant organization may only be funded through the administrative cost section.

ITEM D – Operating Costs

Costs that are directly related to operating the AmeriCorps program.

Travel

Costs associated with transportation, lodging, subsistence, and other related expenses for staff and AmeriCorps members outside their local service site. The approved travel reimbursement daily rates are as follows: \$40 per diem, \$79 lodging, and \$0.31 per mile for private car usage.

Program Support Meetings

Each applicant must budget \$2,000 in addition to its travel and transportation line items to cover the cost of Corporation-sponsored technical assistance meetings.

Supplies

Funds for the purchase of supplies and materials, including Service Gear.

Transportation

Costs associated with traveling locally, such as bus passes to local sites, mileage reimbursement for private car use, etc.

Equipment

Funds for the purchase of equipment are limited to 10% of the total grant amount (line items A–F). Any single items costing more than \$1,000 must be detailed in the budget narrative.

Other

Allowable costs in this section may include criminal records checks, space rental (for sites where programs are run), utilities, and telephone and Internet expenses that are directly and specifically used for AmeriCorps members and directly involved staff. These costs must be equitably prorated if shared with other projects or activities. Each item must be listed and justified in the budget.

ITEM E – Internal Evaluation

Costs for activities related to program evaluation, including additional staff time not otherwise budgeted, use of evaluation consultants, purchase of instrumentation, and other costs specifically for this activity.

ITEM F – Administration

No more than 5% of the total grant amount may be used to pay for administrative costs. Administrative costs are expenses associated with the overall administration of a Corporation-funded program. These costs relate to the support of a program's general operations and not to expenses identified with a specific program or project.

Allowable administrative costs include:

- 1) the indirect costs such as legal staff, central management, and support functions that are not specifically assigned to projects on an hourly or use basis, but are instead accumulated as a whole and proportionately spread across projects, usually as a percentage of the project costs;
- 2) costs for financial, accounting, auditing, internal evaluations (except as in the allowable costs described below), and contracting functions;
- 3) costs for insurance that protects the entity that operates the program;
- 4) the portion of the salaries and benefits of the director and any other program administrative staff equal to the portion of time that is not spent in the support of the specific project objectives or recruiting, training, placing, or supervising members; and,
- 5) one-fifth of the 5% administrative costs must be set aside for Commission administration.

Administrative costs do not include the following allowable costs that directly relate to program or project operations, such as:

- 1) costs for members, including living allowances, insurance payments, and expenses for training and travel;
- 2) costs for staff who recruit, train, place or supervise members, including staff salaries, benefits, training, and travel, if the purpose is for a specific program or project objective;
- 3) costs for independent evaluations and internal evaluation that cover only the funded program or project;
- 4) costs for staff that work in an operational capacity (defined as those duties necessary to carry out the daily activities of the program); and,
- 5) space for AmeriCorps operations, communications, and other costs that solely support program operation.

Particular costs, such as those associated with staff who perform both administrative and program functions, may be prorated between administrative and program costs if included in the budget and approved by the Corporation's grant officer.

If approved by the Corporation, a grantee may charge a fixed 5% of the total of the Corporation funds expended for administrative costs. In order to charge this fixed 5%, the grantee match for administrative costs may not exceed 10% of all direct cost expenditures. These rates may be used without supporting documentation and are in lieu of an indirect cost rate.

If grantees have an approved indirect cost rate, such rate will constitute documentation of the grantee's administrative costs, including the 5% maximum payable by the Corporation and the grantee match of administrative costs.

If a grantee wants to claim more than 10% match in administrative costs, it must have or obtain an approved indirect cost rate. Where appropriate, the Corporation will establish an indirect cost rate that may be used for this and other federal awards.

To calculate the maximum allowable administrative costs:

- (1) add subtotal A and subtotal B-E
- (2) multiply the total in (1) by 0.0526 – this total represents the maximum amount a program may request from the Corporation for this line item
- (3) multiply the total in (2) by 0.8 to determine the program's share
- (4) multiply the total in (2) by 0.2 to determine Commission's share

Add items B-F for the Corporation funding request less member support costs.

Add items A-F for the total Corporation funding request.

ITEM G – Average Cost per FTE

Programs should provide the overall average cost per AmeriCorps America Reads FTE for the program year. This average does not include the education award or child care. It is calculated by dividing the total Corporation funding requested from column A, line 39 by the number of full-time education awards requested (column A, line 9). Part-time members should be converted to full-time members before determining cost per FTE.

ITEM H – Child Care Costs

Programs should estimate the number of eligible members and children requiring child care assistance. The Corporation will fund all child care expenses for eligible members directly; therefore, a dollar estimate is not required. However, programs that can provide funding for child care should indicate that amount in this section.

AmeriCorps Education Awards Program

The AmeriCorps Education Awards program does not require that child care be provided for members. Local programs may choose, and are encouraged to provide child care for those members who will be unable to participate in the program without such services.

Cost-share AmeriCorps*VISTA

The Corporation will provide \$300 per month to cover child care costs for eligible members.

ITEM I – Education Awards

Programs should provide the number of members (full and part-time) that are to receive education awards.

California Academic Service Partnership

VI. Title Page 1

PROGRAM NAME: _____

CONTACT PERSON & TITLE: _____

CONTACT ORGANIZATION: _____

PHONE: _____ FAX: _____ E-MAIL: _____

OUR PROGRAM IS APPLYING FOR RESOURCES FROM THE FOLLOWING (check all that apply):

- ☐ STUDENT ACADEMIC PARTNERSHIPS PROGRAM (SB 316)
- ☐ AMERICORPS - AMERICA READS
- ☐ AMERICORPS*VISTA
- ☐ AMERICORPS EDUCATION AWARDS PROGRAM

OUR PROGRAM WILL BE COORDINATED WITH (check all that apply):

- ☐ COLLEGE WORK-STUDY
- ☐ RETIRED and SENIOR VOLUNTEER PROGRAM (RSVP)
- ☐ FOSTER GRANDPARENTS PROGRAM (FGP)
- ☐ CALSERVE K-12 SERVICE-LEARNING INITIATIVE
- ☐ LEARN AND SERVE AMERICA – COMMUNITY-BASED PROGRAMS
- ☐ OTHER (please specify):

- ☐ CHECK IF NEW APPLICANT (see guidelines on page 4)

for office use only

Student Academic Service Partnerships

VI. Title Page 2

PROGRAM NAME: _____

PROGRAM COORDINATOR: _____

ADDRESS: _____

PHONE: () _____ FAX: () _____ E-MAIL: _____

LEGAL APPLICANT for STUDENT ACADEMIC PARTNERSHIPS (SB 316) FUNDS (if applicable):

Contact Person's Name: _____

Local Education Agency (LEA): _____

Address: _____

Phone: () _____ Fax: () _____ E-mail: _____

CDS Code: _____

☐ check if submitting another application for funding through this RFA

Name of other program(s): _____

LEGAL APPLICANT for AMERICORPS and VISTA (**if different from above**):

Contact Person's Name: _____

Organization Name: _____

Organization Type (e.g., public, 501 (c)3): _____

Address: _____

Phone: () _____ Fax: () _____ E-mail: _____

Employer ID Number: _____

☐ check if submitting another application for funding through this RFA

Name of other program(s): _____

Congressional District(s): _____

State Senate District(s): _____ State Assembly Districts: _____

Student Academic Service Partnerships

VI. Title Page 3

REQUESTED BUDGET:

Student Academic Partnerships Program: \$ _____

AmeriCorps – America Reads: \$ _____

Number of FT (1,700 hour/year) positions: _____

Number of PT (900 hour/year) positions: _____

Number of PT (450 hour/year) positions: _____

*AmeriCorps*VISTA:*

Number of non-cost-share positions: _____

Number of cost-share positions: _____

AmeriCorps Education Awards Program: \$ _____

Number of FT (1,700 hour/year) positions: _____

Number of PT (900 hour/year) positions: _____

Number of PT (450 hour/year) positions: _____

AGE of CHILDREN to be SERVED (check all that apply):

☐ Infant/Toddlers (age 0-3)

☐ Preschool (age 4-5)

☐ Grades K-3

☐ Grades 4-6

WHERE & WHEN TUTORING/MENTORING SERVICES WILL BE PROVIDED:

☐ Before School

☐ After School

☐ During School

☐ At School

☐ At Preschool

☐ Other (please specify): _____

SUBJECTS TO BE TUTORED:

☐ Reading

☐ Writing

☐ Mathematics

PROJECTED FIRST YEAR SERVICES TO BE PROVIDED THROUGH THIS PROGRAM:

Hours (projected) of tutoring/mentoring: _____

Number (projected) of children tutored: _____

Number (projected) of tutors/mentors: _____

Number of college work-study hours committed to program: _____

PROGRAM NAME: _____

Student Academic Service Partnerships
VII. Program Objectives and Evaluation Plan Form

check one: ☐ Community Service ☐ Community Involvement ☐ Member Development
circle one: #1 #2 #3 #1 #2 #3 #1 #2 #3

Objective Statement: _____

1. What is the <u>Activity</u> or <u>Service</u> provided?	
2. Who will receive services?	
3. Number served?	
4. What is the <u>Desired Result</u> of this service/activity?	
5. Indicators: What is the standard of quality?	
6. Level of Success: What is the standard for success?	
7. Method of Measure	
8. Instruments Used	
9a. Who will collect the data?	
9b. Frequency	
10a. Who will aggregate the data?	
10b. Frequency	
11a. Who will analyze the data?	
11b. Frequency	
12. Who will turn the data into a report?	

BUDGET SUMMARY

STUDENT ACADEMIC PARTNERSHIP GRANT

PROPOSED GRANT AMOUNT: \$ _____

GRANT PERIOD: May 1, 1998 through June 30, 1999

<u>Object Codes</u>	<u>Proposed Expenditures</u>
1000 Certificated Salaries	_____
2000 Classified Salaries	_____
2900 Other Classified Salaries (Tutors)	_____
3000 Benefits	_____
4000 Books and Supplies	_____
5100 Consultants, Lecturers	_____
5200 Travel and Conferences	_____
5300 Interprogram Services Printing & Copying	_____
5600 Building and Room Rentals	_____
5800 Interdistrict/Agency Charges	_____
6400 Equipment	_____
7000 Utilities and Phones	_____
7300 Indirect (%, State Rate)	_____
Total Expenditures	_____

CERTIFICATIONS REGARDING LOBBYING, DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, iNew Restrictions on Lobbying,i and 34 CFR Part 85, iGovernment-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants).i The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110. The applicant certifies:

(a) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency or a member of congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of congress, or any employee of a member of congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, iDisclosure Form to Report Lobbying,i in accordance with these instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

This certification is required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that he or she and any principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery,

bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. The applicant certifies that he or she will or will continue to provide a drug-free workplace by:

(a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantees workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) establishing an on-going drug-free awareness program to inform employees about;

(1) The danger of drug abuse in the workplace;
(2) The grantees policy of maintaining a drug-free work plan;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace;

(c) making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will;

(1) abide by the terms of the statement; and
(2) notify the employer in writing of his or her conviction of a violation;

e) notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employers of convicted employees. The grantee must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted;

(1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

(g) making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance (street address, city, county, state, zip code):

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity connected with the grant, and;

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

This certification is required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used. For in-patient drug and alcohol treatment.

NAME OF APPLICANT		CONTRACT #/PROJECT #/GRANT NAME	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
SIGNATURE		DATE	

x. Notice of Intent to Apply

California Academic Service Partnerships

Must be received by: 5:00 PM, Friday, March 27, 1998. Please mail completed form to: California Department of Education; Reading and Mathematics Policy and Leadership Office; PO Box 944272; Sacramento, CA 94244-2720; attention: Kathie Scott. Completed forms may also be faxed to: (916) 657-3211.

PROGRAM NAME: _____

CONTACT PERSON & TITLE: _____

CONTACT ORGANIZATION: _____

PHONE: _____ FAX: _____ E-MAIL: _____

OUR PROGRAM IS PLANNING** TO APPLY FOR RESOURCES FROM THE FOLLOWING (check all that apply):

- ☐ STUDENT ACADEMIC PARTNERSHIP PROGRAM (SB 316)
- ☐ AMERICORPS – AMERICA READS
- ☐ AMERICORPS*VISTA
- ☐ AMERICORPS EDUCATION AWARDS PROGRAM

**It is understood that the applicant has the flexibility to add or subtract funding sources from their final application.

OUR PROGRAM PLANS TO COORDINATE WITH (check all that apply):

- ☐ COLLEGE WORK-STUDY
- ☐ RETIRED and SENIOR VOLUNTEER PROGRAM (RSVP)
- ☐ FOSTER GRANDPARENTS PROGRAM (FGP)
- ☐ CALSERVE K-12 SERVICE-LEARNING INITIATIVE
- ☐ LEARN AND SERVE AMERICA – COMMUNITY-BASED PROGRAMS
- ☐ OTHER (please specify):

